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ABSTRACT

This report examines undergraduate persistence and time to degree at public universities in Illinois, focusing on the year-to-year persistence of cohorts of freshmen students admitted to 10 universities between 1983 and 1993. It also examines the public university graduating class of 1993-94 and describes the factors influencing time to degree. It discusses persistence rates at particular institutions and among specific categories of students, finding that, contrary to expectations, year-to-year persistence rates have not consistently increased in response to statewide efforts to strengthen undergraduate education. It also found that for students who attended a single institution and did not change majors, the median time to degree was 4.0 years, with 35 percent graduating in less than 4 years. The median time was 4.3 years for single-institution graduates with one major change and 5.0 years for those with two or more major changes. Students who transferred but did not change majors graduated on average in 5.0 years. Eight tables present various data on persistence and time to degree. (MDM)

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Item #7
May 2, 1995

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

FACTORS AFFECTING UNDERGRADUATE STUDENT PERSISTENCE AND TIME TO DEGREE IN ILLINOIS PUBLIC UNIVERSITIES

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STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

FACTORS AFFECTING UNDERGRADUATE STUDENT PERSISTENCE AND TIME TO DEGREE IN ILLINOIS PUBLIC UNIVERSITIES

The Board of Higher Education's commitment to and concern for undergraduate education can be seen in its numerous reports, studies, and policies in this area. In September 1986 and again in September 1990, the Board adopted policies addressing the improvement of undergraduate education. These policies emphasize the joint responsibility across all education sectors to improve students' preparation for college and to promote academic progress and achievement among students. The policies also call upon institutions to monitor students' progress and use the results in program review and institutional planning. In addition, the Board's current Priorities, Quality, and Productivity (P•Q•P) initiative has expanded the policy context for undergraduate education improvement, in general, and for monitoring student progress, in particular, by incorporating these policies within the broader context of improving the productivity and quality of Illinois higher education. Institutions are called upon to eliminate barriers to timely degree completion, improve graduation rates, and strengthen the quality of undergraduate education.

More recently, the October 1994 report to the Board by the Committee to Study Affordability emphasized the statewide objective of making college more affordable for students. The Committee noted that the length of time required to earn a baccalaureate degree is an important component of the overall affordability of a college education. The Committee concluded that college costs are often greater than necessary due to the time many students take to earn their degrees. Pre-collegiate academic preparation and institutional policies that affect students' academic progress play significant roles in time to degree. Active cooperation and coordination across educational levels are necessary to ensure that students are academically prepared for college and can complete their college education in an efficient manner. Colleges and universities were called upon to expand efforts to identify barriers that prevent students from expeditiously completing their degree programs and also to offer opportunities to interested students to accelerate their degree programs thereby reducing their total costs.

Within this context, this report examines undergraduate student persistence and time to degree. Previous reports to the Board of Higher Education over the last five years have examined issues of transfer and articulation, time to degree, and undergraduate student retention. This report expands upon those studies by examining the year-to-year persistence of cohorts of freshman students who entered the ten public universities that admit freshmen between 1983 and 1993. It also examines the public university graduating class of 1993-94 and describes factors influencing time to degree. This report is intended to provide the context for each public university's examination of persistence and time to degree.

The source of the information analyzed in this report is the public university and community college shared enrollment and graduation database. In response to the Board's policies on undergraduate education adopted in September 1990, the 49 community colleges and 12 public universities cooperated in constructing the shared enrollment and graduation database to better monitor student progress, retention, transfer, and degree completion. The database currently contains over eight million enrollment and degree records for approximately 2.9 million individual students who enrolled in or received degrees from Illinois community colleges or public universities between summer term 1982 and spring term 1994. The cooperation of the colleges and universities in Illinois

in developing the database represents a significant contribution to the understanding of important policy issues in undergraduate education.

Specific factors that are considered in this report include racial/ethnic category, gender, age, and transfer and major-changing behavior. Other factors that significantly influence persistence and time to degree cannot yet be examined. Two of these other factors are full- and part-time attendance status, and pre-collegiate academic preparation. As the shared enrollment and graduation database is expanded and enhanced, analyses of these additional factors will be possible.

Persistence Trends for First-time Freshmen

This section examines year-to-year persistence of public university students. Since 1986, public universities have placed priority on strengthening undergraduate education, and it was expected that this analysis would show a gradual increase in the year-to-year persistence rates. Similarly, many institutions have directed efforts toward improving the freshman year experience so it was expected that this analysis would show initial improvements in first- to second-year persistence.

To examine public university persistence rates, first-time freshmen enrolling in Illinois public universities that admit freshmen between summer term 1983 and spring term 1994 were selected for analysis. Table 1 displays the number of first-time freshmen and the proportion of freshmen who continued to be enrolled in the same university in their second, third, and fourth years. Finally, the number of first-time freshmen who were still enrolled during the 1993-94 academic year and the number who have earned baccalaureate degrees from that university by spring 1994 are shown.

Statewide, the number of public university first-time freshmen declined from 27,320 in 1985-86 to 22,347 in 1993-94, a difference of 18 percent. Second-year persistence showed an improvement from a low of 75 percent for the entering class of 1984-85 to a high of 79 percent for the freshmen who began in 1988-89, but has declined again to 77 percent for freshmen beginning in 1992-93. Third- and fourth-year persistence rates also peaked at 66 percent and 59 percent respectively for the freshmen who first enrolled in 1988-89. It should be noted that non-persisters are not necessarily drop outs; they may have transferred to another college or university or they may have "stopped out" to return to their studies in a later year.

The information shown on Table 1 is presented for each public university in the Appendix. Governors State University and Sangamon State University are not included, as these institutions do not admit freshmen. There are differences among public universities in the persistence rates of their students. Higher year-to-year persistence rates are expected among universities with selective admissions policies, and those that generally serve full-time, residential students of traditional college-going age. Institutions that serve primarily commuter, part-time, and older students are likely to have lower persistence rates.

Trends in persistence at most public universities are consistent with the statewide pattern. Notable exceptions include Chicago State University which has shown an upward trend in enrollments of first-time freshmen from 561 in 1987-88 to 1,019 in 1993-94 and an upward trend in second-year persistence rates from 57 percent for the 1988-89 freshman class to 66 percent in 1992-93. Unlike most universities, Eastern Illinois University's second-year persistence rates increased fairly consistently throughout the period, from 76 percent for the 1983-84 freshman class to 82 percent for the 1990-91 class with rates remaining steady since then. Northeastern Illinois University has shown a general downward trend in first-time freshman enrollments, from 1,297 in 1983-84 to 719 in 1993-94, and also displays the widest variation in persistence rates, with differences in second-year persistence of as much as nine percent between freshman cohorts.

Tables 2 through 4 present persistence information by racial/ethnic category. Table 2 shows persistence among Black public university first-time freshmen. As with all students, following a peak

for the entering class of 1988-89, there has been a downward trend in second-, third-, and fourth-year persistence among Black students.

Among Hispanic students, as displayed on Table 3, there is a general upward trend in second-, third-, and fourth-year persistence from the entering class in 1983-84 to the entering class in 1990-91. For the freshmen class in 1983-84, second-, third-, and fourth-year persistence rates were 69 percent, 51 percent, and 40 percent, respectively. These rates increased to 77 percent, 60 percent, and 51 percent for the freshmen beginning in 1990-91. However, there has been a decrease in second-year persistence among Hispanic students entering in 1991-92 and 1992-93.

When compared with all other students as shown on Table 4, the data show that over the past eleven years the gap in persistence rates for minority and other students has narrowed. Hispanic students, particularly, have made significant gains. However, all groups of students have shown a decline in persistence rates in recent years.

A summary of persistence rates by racial/ethnic group, gender, and age is presented on Table 5. Persistence rates of females are higher than males across all four years. On average, 76 percent of male and 78 percent of female freshman students persist to the second year; 62 percent of males and 64 percent of females persist to the third year; and 55 percent of males and 57 percent of females persist to the fourth year.

Approximately 88 percent of the students who are classified as first-time freshmen are in the 18 to 19 year-old age range. Among these students, an average of 79 percent persist to the second year, 66 percent persist to the third year, and 59 percent persist to the fourth year. Persistence and graduation rates for older students are significantly lower. For example, only 32 percent of 20 to 24 year olds and 21 percent of freshmen older than 24 persist to the fourth year of their studies.

This analysis has shown that, contrary to expectations, year-to-year persistence rates have not consistently increased among succeeding cohorts of freshmen in response to statewide efforts to strengthen undergraduate education. Aggregate persistence rates declined for the classes entering after 1988-89. The analysis showed that significant numbers of students do not persist from the first to the second year suggesting that efforts to improve the freshman year experience should continue. The analysis also suggests that improvements in persistence to the third and fourth years could improve overall persistence and completion rates. Further, persistence rates for minority students, particularly Black students, are lower than other students although the gap between minority and other students has narrowed. Persistence rates for older students, even college entrants in the 20 to 24 year age group, are lower than younger students.

Graduation and Time to Degree

The length of time that students take to earn a baccalaureate degree is an issue with important policy implications, especially with regard to affordability. For this study, the enrollment history of each student who earned a baccalaureate degree from a public university during 1993-94 was examined, including both full- and part-time students. The time to degree, stated in terms of academic years, represents the amount of time between the student's first enrollment in a community college or public university and the granting of the baccalaureate degree in 1993-94. For the 29,277 public university baccalaureate graduates during 1993-94, the median time to degree was 4.4 years, roughly one extra term beyond four academic years.

Table 6 presents the time to degree of 1993-94 graduates divided into four age groups based on the students' age at the time of first enrollment: under 18, 18 to 19, 20 to 24, and 25 years and older. While the data on Table 5 show that students in the latter two groups have lower persistence rates, Table 6 indicates that the older students who graduated in 1993-94 did not take longer, on

average, than their younger colleagues to complete their degrees. The median, or midpoint, time to degree for students who were 25 or older when they began their studies was 4.5 years, compared with 4.3 years for 18 to 19 year olds. However, the distribution of time to degree for older students is bimodal: 41 percent graduated in less than four years, and 38 percent took more than six years to complete their degrees. This distribution probably represents two different groups of students--those who have previous credit not captured in the database who returned to college for a few courses to finish a degree, and those who are beginning college for the first time.

Changing majors or institutions can affect a student's time to degree. For this report, "major changing" is defined as a change in declared major from one discipline to another within the 40 disciplines defined in the U.S. Department of Education's *Classification of Instruction Programs* (CIP). A change of majors within a particular discipline (e.g., from "chemical engineering" to "civil engineering") would not count as a major change in this analysis, while a change of disciplines (e.g., from "chemical engineering" to "business administration") would. Changing from an undeclared or unclassified status to a major does not count as a changed major in this analysis, but is addressed below.

Table 7 shows graduates who attended a single public university and graduates who attended multiple institutions. For those who attended a single institution and did not change majors, the median time to degree was 4.0 years, with 35 percent graduating in less than four years. The median time was 4.3 years for single-institution graduates with one major change, and 5.0 years for those with two or more changes in major. Students who attended multiple institutions (public universities or community colleges) are also shown on Table 7. Students who transferred but did not change majors graduated on average in 5.0 years. Students with one major change had a median time to degree of 4.5 years, and those students with two or more changes required an average of 5.3 years to earn their baccalaureate degrees.

While Table 7 examines the effects of transfer and major changing upon time to degree, Table 8 includes an additional factor: whether the student declared a major upon entry to college. A number of students do not declare a major at the outset of their studies, instead concentrating on general education requirements. Table 8 simultaneously examines all three factors, showing the distribution of baccalaureate graduates among those who initially declared a major and those who did not, those who attended a single university and those who attended multiple institutions, and those who did and did not change majors, as well as the impact of these factors on time to degree. The three sections of Table 8 shows the number, proportion, and average time to degree of the students in each of these categories.

For the 5,038 graduates in 1993-94 who attended a single public university and declared a major upon entry, the median time to degree was 4.0 years. Among students who attended a single university, the 2,013 who did not initially declare a major and the 2,354 who declared but subsequently changed majors one time required an average of one extra term, yielding a median time to degree of 4.3 years. Among transfer students, the 1,456 who did not initially declare a major completed their degree, on average, in 4.3 years. The 8,944 transfer students who declared a major but who subsequently changed majors one time required a median of 4.6 years to graduate, while the 7,365 who changed majors several times took an average of 5.3 years to graduate. No inferences are drawn from Table 8 when the number of students in a category is less than 600, since the proportion of students (less than two percent) is considered too small to draw meaningful conclusions.

One salient finding in Table 8 is that for students attending a single university who began their academic careers without declaring a major, relatively few changed disciplines after deciding on a major. It appears that these students had gained enough college experience at the time they declared a major that their decision did not need to be revised later.

It is also evident from Table 8 that students who make changes--either changing their majors or transferring from one institution to another--tend to take longer to graduate. Students who transfer among institutions tend to take longer to graduate than those who merely change majors while remaining enrolled in the same university. The only transfer student group that fared about as well as nontransfer students were those who did not initially declare a major at their first institution. These data highlight the importance of good academic advising on the campus and the need for continuing efforts to strengthen articulation among public universities and community colleges.

Conclusions and Recommendations

The Board of Higher Education's recommendations for strengthening undergraduate education in 1986 were initially followed by increases in persistence rates at public universities. However, persistence rates have dropped again in the last few years. Average persistence rates among minority students are lower than the average rates for all students. The analysis suggests that institutions should continue to monitor student progress and increase efforts to improve retention of their first-time freshmen, especially among minority students. In addition to the need to focus on second-year persistence, universities should examine third- and fourth-year persistence and take steps to improve these rates as well.

The time required to earn a baccalaureate degree has important affordability implications. On average, 1993-94 graduates completed their degrees in 4.4 years. Although the average time to degree for students who entered college at age 18 or 19 was about the same as for older students, older students tend to be clustered at the low or the high end of the time to degree distribution. Major changing and transferring between institutions were both associated with lengthened time to degree. Institutions should improve student advising to better assist students in deciding on a major discipline area. In addition, efforts to improve articulation among community college and public university undergraduate programs should continue.

Colleges and universities and their governing boards should continue their examination of the effects of institutional policies and practices on persistence and time to degree. As called for by the Committee on Affordability, assessment of student progress factors should include a thorough review of graduation requirements, course schedules, and academic support programs, as well as the effects of these factors upon student retention and graduation. Board of Higher Education policies on undergraduate education call upon institutions to use the results of student monitoring in the program review and institutional planning processes.

The shared enrollment and graduation database is currently being improved with the addition of credit hour information, which will allow the examination of full- and part-time attendance patterns and their effect upon persistence and time-to-degree rates. Enhancing this database with information on high school preparation and performance will allow examination of the influence of academic preparation and provisional admission status upon persistence and time-to-degree rates. In addition, the nonpublic colleges and universities in Illinois are currently constructing a parallel system which, when matched with the public institution database, will permit examination of transfer and completion patterns among Illinois public universities, community colleges, and nonpublic institutions.

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Table 1

PERSISTENCE OF PUBLIC UNIVERSITY STUDENTS
1983–84 TO 1993–94

ALL FRESHMEN

Entering Year	First–time Freshmen	Enrolled in the Same University				Baccalaureate Degree Earned by 1993–94
		Second Year	Third Year	Fourth Year	Still Enrolled in 1993–94	
1983–84	26,242	76.0 %	60.6 %	53.3 %	0.8 %	50.1 %
1984–85	26,356	75.4	60.7	53.9	1.2	50.5
1985–86	27,320	76.5	62.3	55.4	1.6	51.5
1986–87	26,937	77.8	63.8	56.8	2.5	52.3
1987–88	26,859	77.9	64.3	57.6	4.1	51.8
1988–89	26,053	79.4	65.6	58.8	10.6	50.8
1989–90	26,087	77.8	64.3	56.9	33.4	42.8
1990–91	25,453	77.9	64.0	56.8	59.7	22.8
1991–92	24,190	76.9	63.0		64.4	0.4
1992–93	23,677	76.7			76.7	
1993–94	22,347					
Average	25,593	77.2 %	63.2 %	56.2 %		

Table 2

PERSISTENCE OF PUBLIC UNIVERSITY STUDENTS
1983–84 TO 1993–94

BLACK, NON–HISPANIC FRESHMEN

Entering Year	First–time Freshmen	Enrolled in the Same University				Baccalaureate Degree Earned by 1993–94
		Second Year	Third Year	Fourth Year	Still Enrolled in 1993–94	
1983–84	3,608	63.2 %	42.2 %	31.6 %	1.6 %	21.2 %
1984–85	3,485	65.4	42.6	32.8	2.0	22.7
1985–86	3,486	62.2	39.8	30.8	2.5	22.5
1986–87	3,300	65.8	44.9	35.0	4.8	24.1
1987–88	3,076	66.8	46.5	37.6	7.3	26.0
1988–89	3,054	70.0	49.3	41.1	16.0	25.5
1989–90	3,452	68.6	49.4	39.4	32.4	17.6
1990–91	3,603	67.9	47.8	38.9	42.4	5.7
1991–92	3,745	66.4	47.4		49.6	0.1
1992–93	3,646	65.4			65.4	
1993–94	3,576					
Average	3,457	66.1 %	45.5 %	35.8 %		

Table 3

PERSISTENCE OF PUBLIC UNIVERSITY STUDENTS
1983–84 TO 1993–94

HISPANIC FRESHMEN

Entering Year	First–time Freshmen	Enrolled in the Same University				Baccalaureate Degree Earned by 1993–94
		Second Year	Third Year	Fourth Year	Still Enrolled in 1993–94	
1983–84	897	69.1 %	50.8 %	40.4 %	1.3 %	32.8 %
1984–85	793	69.2	52.3	44.0	3.0	36.1
1985–86	938	71.0	53.5	43.2	3.4	35.6
1986–87	964	70.7	51.7	44.5	4.6	34.3
1987–88	1,070	72.3	58.0	48.3	8.9	36.8
1988–89	1,173	74.5	57.9	48.7	17.8	34.4
1989–90	1,235	74.0	59.7	50.0	38.5	27.6
1990–91	1,342	76.7	59.5	50.7	53.2	9.7
1991–92	1,482	76.2	56.4		57.2	0.1
1992–93	1,641	72.6			72.6	
1993–94	1,620					
Average	1,196	73.1 %	56.0 %	46.7 %		

Table 4

PERSISTENCE OF PUBLIC UNIVERSITY STUDENTS
1983–84 TO 1993–94

ALL OTHER FRESHMEN

Entering Year	First–time Freshmen	Enrolled in the Same University				Baccalaureate Degree Earned by 1993–94
		Second Year	Third Year	Fourth Year	Still Enrolled in 1993–94	
1983–84	21,737	78.4 %	64.1 %	57.4 %	0.7 %	55.7 %
1984–85	22,078	77.2	63.9	57.6	1.0	55.4
1985–86	22,896	78.9	66.0	59.6	1.4	56.6
1986–87	22,673	79.9	67.0	60.5	2.1	57.2
1987–88	22,713	79.7	67.0	60.7	3.4	56.0
1988–89	21,826	80.9	68.3	61.9	9.5	55.3
1989–90	21,400	79.5	66.9	60.2	33.3	47.7
1990–91	20,508	79.7	67.1	60.4	63.1	26.7
1991–92	18,963	79.1	66.6		67.9	0.5
1992–93	18,390	79.4			79.4	
1993–94	17,151					
Average	20,940	79.3 %	66.3 %	59.8 %		

Table 5

AVERAGE PERSISTENCE OF PUBLIC UNIVERSITY STUDENTS
1983–84 THROUGH 1992–93

	Average Number of First–time Freshmen	Proportion Still Enrolled in the Same University		
		Second Year	Third Year	Fourth Year
All Students	25,593	77.2 %	63.2 %	56.2 %
Racial/Ethnic Group				
Black	3,457	66.1	45.5	35.8
Hispanic	1,196	73.1	56.0	46.7
All Other	20,940	79.3	66.3	59.8
Gender				
Male	12,584	76.4	62.0	54.9
Female	13,008	78.1	64.3	57.4
Age at Time of Entry				
Less than 18	657	70.0	57.0	50.1
18 – 19	22,563	79.0	65.9	59.2
20 – 24	1,566	64.8	43.4	32.0
Over 24	808	56.7	30.4	21.0

Table 6

UNDERGRADUATE STUDENT AGE AND TIME TO DEGREE
1993–94 PUBLIC UNIVERSITY GRADUATES[1]

Age At Time Of Entry	Elapsed Academic Years to Degree			Median Time To Degree (Years)
	Four or Less	More Than Four; Less Than Six	Six or More	
Under 18	8.5 %	44.2 %	47.3 %	5.5
18–19	30.8	49.6	19.6	4.3
20–24	47.7	21.3	30.9	4.2
25 and Older	43.7	17.0	39.2	4.5
Total	33.8 %	40.9 %	25.3 %	4.4

[1] All baccalaureate degree recipients.

Table 7

UNDERGRADUATE MAJOR CHANGING AND TIME TO DEGREE
FOR 1993–94 PUBLIC UNIVERSITY GRADUATES[1]

ATTENDING A SINGLE INSTITUTION

Number of Major Changes[2]	Elapsed Academic Years to Degree			Median Time To Degree (Years)
	Four or Less	More Than Four; Less Than Six	Six or More	
No Change	60.0 %	30.5 %	9.6 %	4.0
One Change	41.3	43.1	15.7	4.3
Two or More	21.5	48.4	30.0	5.0

ATTENDING MULTIPLE INSTITUTIONS

Number of Major Changes[2]	Elapsed Academic Years to Degree			Median Time To Degree (Years)
	Four or Less	More Than Four; Less Than Six	Six or More	
No Change	27.0 %	42.1 %	30.9 %	5.0
One Change	29.1	46.9	24.1	4.5
Two or More	15.6	41.0	43.4	5.3

[1] All baccalaureate recipients.
[2] Reflects discipline (two–digit CIP code) changes.

Table 8

FACTORS INFLUENCING TIME TO DEGREE FOR 1993–94 PUBLIC UNIVERSITY GRADUATES[1]

Number of Students

Number of Major Changes[2]	Attending a Single University		Attending Multiple Institutions	
	Major Not Declared At Time of Entry	Major Declared At Time of Entry	Major Not Declared At Time of Entry	Major Declared At Time of Entry
No Change	2,013	5,038	266	563
One Change	329	2,354	1,456	8,944
Two or more	23	330	596	7,365

Proportion of Students

Number of Major Changes[2]	Attending a Single University		Attending Multiple Institutions	
	Major Not Declared At Time of Entry	Major Declared At Time of Entry	Major Not Declared At Time of Entry	Major Declared At Time of Entry
No Change	6.9 %	17.2 %	0.9 %	1.9 %
One Change	1.1	8.0	5.0	30.5
Two or more	0.1	1.1	2.0	25.2

Median Time To Degree (Years)

Number of Major Changes[2]	Attending a Single University		Attending Multiple Institutions	
	Major Not Declared At Time of Entry	Major Declared At Time of Entry	Major Not Declared At Time of Entry	Major Declared At Time of Entry
No Change	4.3	4.0	5.0	5.0
One Change	5.0	4.3	4.3	4.6
Two or more	5.1	5.0	5.1	5.3

[1] All baccalaureate recipients.
[2] Reflects discipline (two–digit CIP code) changes.

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Table 1.1

PROPORTION OF PERSISTING FIRST-TIME FRESHMEN
1983-84 TO 1993-94

CHICAGO STATE UNIVERSITY

Entering Year	First-time Freshmen	Enrolled in the Same University				Baccalaureate Degree Earned by 1993-94
		Second Year	Third Year	Fourth Year	Still Enrolled in 1993-94	
1983-84	865	66.8 %	43.0 %	30.2 %	3.7 %	14.8 %
1984-85	816	71.8	48.4	33.3	5.0	16.4
1985-86	730	65.6	37.0	23.8	6.4	14.0
1986-87	681	61.8	35.1	22.8	10.7	11.7
1987-88	561	59.4	31.0	24.4	13.4	14.1
1988-89	571	56.9	34.9	28.2	23.3	9.5
1989-90	651	64.7	47.5	36.7	33.9	6.6
1990-91	831	64.6	45.1	33.2	38.5	0.7
1991-92	987	65.6	46.0		49.1	0.1
1992-93	931	66.4			66.4	
1993-94	1,019					
Average	786	64.9 %	41.6 %	29.4 %		

Table 1.2

PROPORTION OF PERSISTING FIRST-TIME FRESHMEN
1983-84 TO 1993-94

EASTERN ILLINOIS UNIVERSITY

Entering Year	First-time Freshmen	Enrolled in the Same University				Baccalaureate Degree Earned by 1993-94
		Second Year	Third Year	Fourth Year	Still Enrolled in 1993-94	
1983-84	2,047	75.6 %	60.5 %	54.2 %	0.2 %	51.2 %
1984-85	1,904	76.4	61.0	55.3	0.5	52.4
1985-86	1,983	79.2	64.0	57.3	0.6	53.4
1986-87	1,969	82.2	68.3	60.7	0.8	58.9
1987-88	1,990	81.6	66.2	59.3	1.8	56.2
1988-89	2,086	81.2	67.6	61.6	7.6	55.0
1989-90	1,938	80.4	66.9	60.6	33.9	50.2
1990-91	1,649	82.4	72.0	65.0	67.3	25.9
1991-92	1,696	82.1	70.8		72.1	0.2
1992-93	1,658	82.3			82.3	
1993-94	1,796					
Average	1,883	80.2 %	66.2 %	59.1 %		

Table 1.3

PROPORTION OF PERSISTING FIRST-TIME FRESHMEN
1983-84 TO 1993-94

NORTHEASTERN ILLINOIS UNIVERSITY

Entering Year	First-time Freshmen	Enrolled in the Same University				Baccalaureate Degree Earned by 1993-94
		Second Year	Third Year	Fourth Year	Still Enrolled in 1993-94	
1983-84	1,297	56.4 %	37.9 %	26.0 %	1.5 %	17.7 %
1984-85	1,176	58.8	38.6	29.3	4.0	20.4
1985-86	1,166	65.3	43.1	31.3	5.5	19.7
1986-87	1,140	61.1	38.7	27.7	6.3	17.7
1987-88	1,140	59.6	39.1	29.2	10.8	15.4
1988-89	971	67.8	47.1	35.6	21.5	16.5
1989-90	1,036	59.7	42.8	30.3	27.6	6.1
1990-91	1,014	69.1	47.6	34.5	36.5	1.3
1991-92	963	67.6	46.7		48.1	0.2
1992-93	896	67.7			67.7	
1993-94	719					
Average	1,047	62.9 %	42.1 %	30.3 %		

Table 1.4

PROPORTION OF PERSISTING FIRST-TIME FRESHMEN
1983-84 TO 1993-94

WESTERN ILLINOIS UNIVERSITY

Entering Year	First-time Freshmen	Enrolled in the Same University				Baccalaureate Degree Earned by 1993-94
		Second Year	Third Year	Fourth Year	Still Enrolled in 1993-94	
1983-84	2,401	66.3 %	49.4 %	42.7 %	0.6 %	40.0 %
1984-85	2,099	66.6	49.9	43.6	0.7	42.9
1985-86	2,118	63.7	46.5	39.7	1.1	38.0
1986-87	2,155	70.0	53.7	47.0	1.4	43.7
1987-88	2,570	70.0	54.4	48.6	2.5	44.9
1988-89	2,344	70.9	55.7	48.9	8.2	43.0
1989-90	2,431	74.2	58.6	52.2	31.6	41.0
1990-91	2,182	73.4	57.3	50.8	53.7	18.1
1991-92	1,802	70.4	55.5		56.9	0.2
1992-93	1,682	68.7			68.7	
1993-94	1,624					
Average	2,128	69.5 %	53.5 %	46.8 %		

Table 1.5

PROPORTION OF PERSISTING FIRST-TIME FRESHMEN
1983-84 TO 1993-94

ILLINOIS STATE UNIVERSITY

Entering Year	First-time Freshmen	Enrolled in the Same University				Baccalaureate Degree Earned by 1993-94
		Second Year	Third Year	Fourth Year	Still Enrolled in 1993-94	
1983-84	3,639	76.8 %	62.4 %	57.1 %	0.7 %	54.0 %
1984-85	3,865	73.1	59.1	53.1	0.8	50.3
1985-86	4,008	75.4	62.5	57.2	0.9	53.6
1986-87	4,329	76.2	63.3	57.9	1.7	53.6
1987-88	4,072	79.5	66.8	59.9	2.7	55.1
1988-89	3,781	81.3	69.2	63.4	9.2	57.5
1989-90	3,827	77.7	63.9	57.1	35.2	43.9
1990-91	3,369	75.2	62.4	56.7	59.7	21.1
1991-92	3,158	73.9	62.7		64.6	0.1
1992-93	2,987	74.5			74.5	
1993-94	2,548					
Average	3,598	76.5 %	63.6 %	57.8 %		

Table 1.6

PROPORTION OF PERSISTING FIRST-TIME FRESHMEN
1983-84 TO 1993-94

NORTHERN ILLINOIS UNIVERSITY

Entering Year	First-time Freshmen	Enrolled in the Same University				Baccalaureate Degree Earned by 1993-94
		Second Year	Third Year	Fourth Year	Still Enrolled in 1993-94	
1983-84	3,198	77.4 %	62.3 %	56.5 %	0.6 %	54.9 %
1984-85	3,345	76.1	62.2	56.4	0.4	53.9
1985-86	3,924	74.6	61.6	55.7	1.0	53.1
1986-87	3,468	80.0	65.8	59.5	1.5	55.5
1987-88	3,626	78.8	65.3	59.7	2.7	54.3
1988-89	3,139	81.0	65.8	60.9	9.4	54.8
1989-90	3,164	78.5	65.0	59.2	37.7	46.4
1990-91	3,469	77.0	60.8	55.1	58.1	18.0
1991-92	3,229	75.1	60.6		61.8	0.4
1992-93	2,816	75.8			75.8	
1993-94	2,437					
Average	3,256	77.4 %	63.2 %	57.8 %		

Table 1.7

PROPORTION OF PERSISTING FIRST-TIME FRESHMEN
1983-84 TO 1993-94

SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE

Entering Year	First-time Freshmen	Enrolled in the Same University				Baccalaureate Degree Earned by 1993-94
		Second Year	Third Year	Fourth Year	Still Enrolled in 1993-94	
1983-84	3,127	73.7 %	51.6 %	41.0 %	0.7 %	41.9 %
1984-85	3,298	71.0	50.2	41.0	1.4	40.6
1985-86	3,129	76.4	55.7	46.9	2.0	44.5
1986-87	3,417	75.5	56.6	47.6	3.5	43.4
1987-88	3,689	75.2	57.7	48.8	5.2	42.5
1988-89	3,553	77.4	58.8	50.0	12.7	40.8
1989-90	3,811	72.2	55.4	46.3	32.1	31.1
1990-91	2,972	69.7	52.5	43.3	46.2	12.6
1991-92	2,792	69.1	48.7		50.7	0.8
1992-93	3,056	67.7			67.7	
1993-94	2,478					
Average	3,211	73.0 %	54.4 %	45.8 %		

Table 1.8

PROPORTION OF PERSISTING FIRST-TIME FRESHMEN
1983-84 TO 1993-94

SOUTHERN ILLINOIS UNIVERSITY AT EDWARDSVILLE

Entering Year	First-time Freshmen	Enrolled in the Same University				Baccalaureate Degree Earned by 1993-94
		Second Year	Third Year	Fourth Year	Still Enrolled in 1993-94	
1983-84	1,538	65.8 %	46.3 %	38.2 %	3.1 %	32.6 %
1984-85	1,428	63.5	47.5	38.2	3.6	30.7
1985-86	1,483	63.0	46.1	38.8	5.1	31.8
1986-87	1,356	67.3	49.7	42.0	6.9	34.6
1987-88	1,344	66.9	51.1	44.6	9.9	34.7
1988-89	1,291	70.2	55.1	47.5	19.7	33.3
1989-90	1,320	71.0	53.4	44.6	35.6	22.1
1990-91	1,159	72.8	56.3	46.6	49.4	9.1
1991-92	1,195	67.9	49.5		51.5	0.3
1992-93	1,128	70.3			70.3	
1993-94	1,033					
Average	1,298	67.6 %	50.3 %	42.3 %		

Table 1.9

PROPORTION OF PERSISTING FIRST-TIME FRESHMEN
1983-84 TO 1993-94

UNIVERSITY OF ILLINOIS AT CHICAGO

Entering Year	First-time Freshmen	Enrolled in the Same University				Baccalaureate Degree Earned by 1993-94
		Second Year	Third Year	Fourth Year	Still Enrolled in 1993-94	
1983-84	2,769	69.4 %	52.4 %	42.5 %	0.8 %	36.3 %
1984-85	2,731	68.7	50.8	42.7	1.8	35.7
1985-86	2,596	69.2	52.3	42.1	1.9	33.9
1986-87	2,605	69.7	52.1	43.1	3.7	34.0
1987-88	2,558	69.6	54.3	46.0	7.1	34.5
1988-89	2,881	70.6	52.8	43.1	16.0	29.1
1989-90	2,791	72.4	56.0	47.4	37.9	25.3
1990-91	2,718	71.2	52.6	42.5	46.1	8.9
1991-92	2,667	72.4	51.5		52.6	0.4
1992-93	2,878	70.3			70.3	
1993-94	2,902					
Average	2,736	70.4 %	52.8 %	43.7 %		

Table 1.10

PROPORTION OF PERSISTING FIRST-TIME FRESHMEN
1983-84 TO 1993-94

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Entering Year	First-time Freshmen	Enrolled in the Same University				Baccalaureate Degree Earned by 1993-94
		Second Year	Third Year	Fourth Year	Still Enrolled in 1993-94	
1983-84	5,361	93.0 %	85.4 %	80.5 %	0.2 %	79.3 %
1984-85	5,694	92.2	85.3	81.0	0.3	79.8
1985-86	6,183	91.5	85.3	80.9	0.4	79.4
1986-87	5,817	91.7	86.1	81.4	0.9	79.5
1987-88	5,309	93.1	87.5	82.7	1.6	80.3
1988-89	5,436	92.6	86.7	81.8	4.9	78.5
1989-90	5,118	92.3	86.1	80.6	29.2	73.5
1990-91	6,090	91.4	84.4	79.7	82.0	47.7
1991-92	5,701	91.6	85.3		86.3	0.8
1992-93	5,645	91.7			91.7	
1993-94	5,791					
Average	5,650	92.1 %	85.8 %	81.0 %		